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## The role of bilingualism at home and school on reading literacy performance with personal variables (based on PIRLS data-2006)

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### Abstract

The purpose of the present research was to the progress in reading and the factors that affects it (based on PIRLS data-2006). Therefore, the current study looks at the dual role of the language at home and the school in the application of reading literacy taking into account the personal variances based on PIRLS (2006) studies. sample includes 975 student were none- Persian speaking that have been chosen via cluster multistage sampling method. Data was analyzed by using structural equations model. The results showed that the direct effect of home language and school language and self- concept was positive significant. also the direct effect of attitudes towards reading has been confined over the reading literacy performance. In addition to these general impacts all the recognized directions in the model have been properly supported.

*Keywords:* Reading Literacy; Home and School Dual Language; attitudes towards reading; Self- concept; PIRLS Studies

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### 1. Introduction

Having skills in reading is one of the most important learning necessities for the students in today's world. The ability to comprehend, interpret and inference the academic and non-academic courses exposes the students to new information .and new thoughts and it helps them to understand and live better. In fact, learning the reading skills is the key for all learning because most of the academic learning is done this way (Karimi, 2001) , Progress in International Reading Literacy Studies which is administered by the international association for the evaluation of educational achievement (IE) 1 is one of these evaluation studies. In this test, the IEA evaluates the students' learning skills and collects and evaluates the academic progress of the students, teachers and the schools in relation to the factors that might have a better application for some of the students compared to some other students (Winglee ,Kalton & Rust, 2001)2reading literacy as an essential skill is the goal of this evaluation Campbell (2001) defines reading literacy this way: "the ability to comprehend and utilize language writing symbols that are demanded by the society and or the individual considers it to be of value (Karimi, 2005) . Reading skill is the cornerstone of education (Chary & Khayri, 2002).

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Bilingualism is one of the problems that is important in the arena of teaching and learning and nowadays, a range of discussions has been brought up in this field (Adib & Mahmood, 2009). It seems that in Iran's curriculum system, reading (Persian) because of being related to language problems has been affected more than other subject matters as far as bilingualism is concerned. In this direction, one of the variances which is affected in the progress of literacy is bilingualism at home and school (Farahani, 2006; Ghasemi, 2008; Karimi & Kabiri, 2009; Zandi & et al, 2009; Rajabi, 2006) Bilingualism is a situation in which an individual receives instruction in a language other than the mother's tongue (Francis, 1999). attitudes towards reading is one of the influencing factors in the performance of reading and the students' involvement in the reading progress ( Sarah & Rhona, 2009; McKenna, Kear & Ellsworth, 1999; Coles & Hall, 2002; Hall & Coles, 1999; Kush & Watkins, 1996; Twist; Gnaldi; Eschaghen & Morrison, 2004; Mullis & et al, 2003 & 2007).

Namdari (2008) have also reported the relation between the theory in reading the theory of reading has been defined as a collection of feelings in connection with reading which will encourage or discourage the opportunity for reading (Smith, 1990). Both of these definitions make a reference to this issue that positive attitudes towards reading increase the possibility of getting engaged in reading activities.

One of the influencing variances on the students reading process is self- thinking which is always taken in to consideration by psychologist. Self acceptance and is something that is of a especial importance in an individual's education. The researchers conducted in this field indicate that there is a positive correlation between the students self acceptance and the reading function (Baker & Wigfield, 1999; Morgan & Fuchs, 2007; Baker & Scher, 2002). Self-concept is how an individual's experience and others interpretation of that experience (Glover & Browning, 2006).

Finally, based on the theoretical principles and research findings, there seems to be a correlation between variance (the home and school bilingualism) and introvert variances (attitudes towards reading, self-concept and reading literacy performance. There fore we can say that in order to study the correlation and the direct and indirect impact of these variances on the function of reading literacy, we can use a better model for understanding the correlation between them with the function of reading literacy.

## 2. Method

The statistical community of this research were 1248774 Iranian students in the first grade in 2005- 2006. Around 6500 of the students were selected by the clustering method in 3 stages and participated in PIRLS Testing. 975 of these students were non- Persian speaking students and 975 non –Persian speaking students were selected. To analyze the data and testing the hypothesis of the research the structural equation method and LISREL soft were used.

## 3. Measures

In this research two tools were used for the collection of the data: A) the PIRLS Reading Literacy test which is prepared for the assessment and goals and procedures of reading by using a collection of literature texts and information. B) Job search questionnaires to assess the impact of home and school conditions and peculiarities of home and school on the children's progress in reading throughout the world.

## 4. Results

In general, the analysis principle in Lizrail program is based on co- variance matrix or on the correlation among variances.

Table1. covariance matrix among the hidden variances of the project

variable	Mean	Standard Deviation	1	2	3	4
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1	home language and school language	7/28	1/95	1			
2	attitudes towards reading	20/97	3/11	0/07	0/90		
3	reading literacy performance	150/00	10/01	/66	0/13	0/98	
4	reading self- concept	10/01	1/52	/31	0/03	0/32	0/70

Based on table 1 the home and school variances have the highest common distribution with the literacy function. Also the high mean of function stopping reading is also of important points in the chart.

Fitting the model by taking advantage of the fitting indexes and utilizing the Maximum-Like Likelihood (ML) the model shows that the goodness of fitting (0/94), the adjusted goodness of fit index (0/91), the root mean square error of approximation (0/98) that indicates the good fitting of the model with the data. It is necessary to mention that the chi-square ( $\chi^2$ ) statistics because of being too sensitive to the volume of the sample was not used. The resulting parameters include the direct and indirect impact and also the general ones. Figure 1 shows the result of the direct impact on the model.

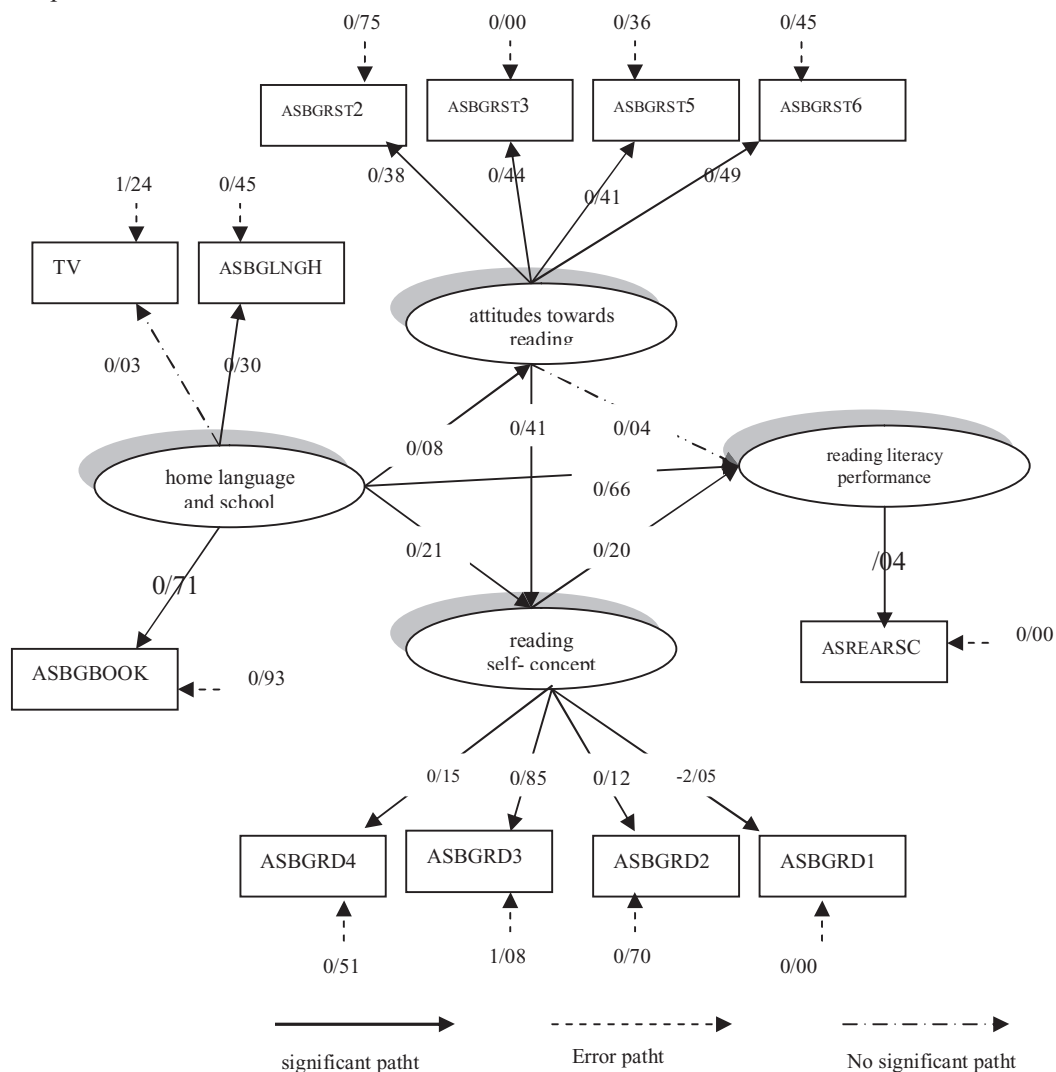


Figure1. result of the direct impact on the model

According to Figure1 among the existing routes in the pattern, there was only one route, meaning the direct influence that did not receive the reading literacy impact of the amount of talking to the language of home and school and self –concept reading over the performance of reading with the 95% percent probability is positive and significant. Also the direct impact of attitude toward reading variance on the function reading literacy performance was confirmed. In addition to that the results of chart 1 shows that the amount of using television did not have a share in the clarification of variance of changes in the language of home and school. Mean while the determined amount of variance by the current ones in the pattern for the variances of the perception related to reading self –concept attitude toward reading and the reading literacy performance is perceptively 0.01, 0.16 & 0.53 percent. Other specifications of the results of the indirect results and the total results of the variances on each other. Out of the indirect results, only the indirect impact of the variance of home and school language over the function of reading that is significant. That means that the variance of language at home and school through the impact over the variance of attitude toward reading and self-concept in reading has an indirect impact on the reading literacy performance. however, all the recognized routes as been confirmed.

## 5. Discussion

Reading skill is one of the most important reading necessities in today's world. Reading is a factor that has a direct connection with the human progress because in addition to the increase in the life's skills, it also has an impact on the expansion of knowledge (Harrison, 2004). the results of present research indicates, that the home language and school language have more effect in reading literacy performance. This finding is line with the results of the researches of Zandi & et al, 2009; Rajabi, 2006; Karimi & Kabiri, 2009; Ghasemi, 2008; Farahani, 2006. This research finding shows that the higher the rate of speaking in school language at home and the number of books in at home, increase reading literacy performance. However, The results showed that the direct effect of home language and school language and self- concept was positive significant. This finding is line with the results of the researches of Baker & Wigfield, 1999; Morgan & Fuchs, 2007; Baker & Scger, 2002. In addition that, the suitability of the model showed that the correlation between the reading perception compared to reading literacy is no significant. This finding is in contradiction with the researches such as Coles & Hall, 2002; Kush & Watkins, 1996; Search & Rhona, 2009 and is based on the positive relation of perception in reading over the reading in action and is in harmony with the findings (Namdari, 2008). taking in to account to the significant reading in action and also the indirect and significant influence of the language variance at home and school and the reading literacy in action. The education results of the research for teaching reading and helping the progress in reading literacy of the students could be that the families of the bilingual children who have to study in a second be that the families of the bilingual children who have to study in a second language by providing a rich reading environment suitable for school language can help the students in the process of reading which, in turn this will become the foundation for future progress.

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